**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher:** | | **Grade: Kindergarten** | | | **Date(s)**: |
| **Unit Title: Unit 1: I Am a Storyteller** | | | **Corresponding Unit Task: Task 1 and 2** | | |
| **Essential Question(s): How do good readers retell a story?**  **Why is it important for good writers to form their letters neatly?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Students:**   * Literature: A Place Called Kindergarten by Jessica Harper * Blank paper * Elmo/projector/overhead * Three Individual name cards for each student where their first name has been correctly written (2 copies are needed for Word Study and one copies is needed for Writing) * Copy of the teacher’s name on a name card and the teacher’s name cut up in letter pieces for every two students. * Markers * Practice handwriting paper * Pencils | | | | **author**  **storyteller**  **retelling** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled   * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.K.3-** With prompting and support, identify characters, settings, and major events in a story.  **RL.K.2.-** With prompting and support, retell familiar stories including key details  **I Can Statement(s):**  I can identify major events in a story.  I can retell key details in a story.  **Instructional Plan:**  The teacher will open the lesson with a brief book introduction and a discussion of “Kindergarten”. Teacher will also discuss that the purpose of an author writing a book is to share a story with others.  Modeled: Teacher will read the book A Place Called Kindergarten. After completion of the story he/she will lead the students in a discussion of the main events of the story. Prepare or draw simple pictures of the events that students, with teacher guidance, identify.   * Tommy visits the barn animals every morning and brings them treats. * The farm animals in the barn were worried that Tommy did not come to the barn one morning. * The dog told the animals that Tommy went to Kindergarten. * The animals waited for Tommy. * Tommy got off the bus and told the animals about Kindergarten. * Tommy gave the animals their treats. * Night came and the animals wondered what Tommy would learn the next day.   (This sequence of pictures can be used over the next few days to help students retell the story.)  The teacher will revisit the idea that the author wrote this story to share with students. Teacher explains that once someone has heard a story several times they can become a Storyteller. Teacher will demonstrate the art of being a Storyteller as he/she retells the story using the retelling pictures.  **Introduce the engaging scenario to the students.**  In order to develop retelling skills students will practice retelling.  Proceed to the Speaking and Listening section. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Writing**  **Standards:**  **RF.K.1.:** Demonstrate understanding of the organization and basic features of print. **RF.K.1.b :** Recognize that spoken words are represented in written language by specific sequences of letters.  **L. K.1a-** Print many upper and lowercase letters  **I Can Statement(s):**  I can print letters.  **Instructional Plan:**  In preparation for Task 2, the teacher will work with students to recognize and write their first name, using correctly formed upper and lowercase letters. Today the teacher will begin this discussion by showing students Tommy’s name in, A Place Called Kindergarten. The teacher will continue the discussion by showing students how the teacher’s name looks in print. The teacher will demonstrate how to correctly copy her name from the name card to the practice paper.  Students will be given practice paper and asked to copy their name independently. This is meant to be a pre- assessment to see which students are already capable of completing this task and what level of practice other students will need. While this is meant to be a pre-assessment some students will need high levels of guidance from the teacher. | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice  X Independent | **Word Study**  **Standards:**  **RF.K.1.**: Demonstrate understanding of the organization and basic features of print. **RF.K.1.b**: Recognize that spoken words are represented in written language by specific sequences of letters.  **I Can Statement(s):**  I can recognize that words I say can be written with letters.  **Instructional Plan:**  This lesson will help students learn to recognize their name as a word and discover how many letters are in their name. The teacher will begin the lesson by using an overhead and a transparency of his/her name along with another transparency identical to the first. If the teacher has access to an Elmo, then this technology can be used to facilitate the lesson. The teacher will show the students his/her name and discuss the letters used to make the name. Students will be led to help count the letters. Using the second copy of the name, the teacher will demonstrate how the name can be cut in pieces between each letter. The teacher should then demonstrate how the letters can be unscrambled to make the name. The teacher places each letter beneath the letter in her complete name to piece the puzzle together.   |  | | --- | | M r s. H u n t |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | M | r | s | . |  | H | u | n | t |   **Shared:** The teacher should repeat this procedure several times allowing students to come up to the projector to assist in unscrambling the name.  **Guided Practice:** Pairs of students can be given a copy of the teacher’s name and the letter pieces to form her name. Students work together to assemble the teacher’s name, scramble it up and reassemble it. The teacher should observe students and assist where needed.  **Independent Practice:** Each student is given his own name card and the letter pieces in his name to assemble. Teacher should observe and assist where needed.  **In the following days, the teacher should include many name recognition games in the daily schedule to assist students in mastering this skill and to assist them in learning the names of their classmates.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   X Shared  X Guided Practice   * Independent | **Speaking & Listening**  **Standards:**  **RL.K.-** With prompting and support, retell familiar stories including key details  **I Can Statement(s):**  I can retell a story.  **Instructional Plan:**  Shared: Students will participate in additional retellings with prompting from the teacher and with the help of the retelling picture cards. Depending on the success of the retelling and speaking skills of students, the teacher will allow students to progress to a more independent level of retelling.  \*\*In future lessons, the teacher should reread the text to improve familiarity. The teacher can allow students to work with a partner and a set of the picture cards to practice retelling the story. The teacher will observe partner groups to assess retelling and speaking skills. (Guided)  \*\*Retelling cards can also be placed in a center for retelling practice. (Independent) | | | | |
| **Closing/Summarizing Strategy** | Teacher and students will revisit the “I Can” statements at the end of each component to check understanding. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| \* Students can sequence pictures  and retell independently.  \* Students can sequence short  sentences from the story.  \* Students can retell the story in a  tape recorder.  \* Students write short sentences  containing their names. | | **\*** Students work to retell only 3 events in the story…beginning, middle, and end.  \* Students practice identifying their name and forming it with magnetic letters and other materials. | | | \*Continue to model and coach students in oral retelling.  \* Students can retell/share with a classmate, class pet, or stuffed animal. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** Teacher will observe students verbal abilities during retelling activities along with the name writing pre-assessment to determine level of instruction for future lessons. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*